

Running Head: GETTING SERIOUS ABOUT DIVERSITY

Getting Serious About Diversity: Journalism and Mass Communications Schools as Sites for
Recruiting and Retaining Diverse Talent

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Senior Honors Thesis

Hussman School of Journalism and Media

April 2020

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Abstract

“Diversity” has become a buzz word for organizations and institutions alike. This is especially true for journalism and mass communications schools that will often tout around brochures and informational materials that feature minority students prominently. But, sometimes the realities put forth by these schools does not reflect the actual experience of enrolled minorities. For more context, institutions seeking accreditation from the Accrediting Council on Education in Journalism and Mass Communications must comply with a specific diversity standard if they are hoping to gain accreditation every six years. There lies a disconnect between public perception and actual experience that can discourage students from declaring certain majors in the journalism and mass communications fields, and sometimes attending a school at all. Some might argue that this problem is affecting the Hussman School of Journalism and Media thus creating a lack of perceived diversity in the school itself. This study seeks to answer the question of what barriers are preventing minority candidates from pursuing degrees in journalism and mass communications, what resources schools provide to prospective and current minority students associated with their institution and what strategies Hussman might adopt when considering ways to better its current minority recruitment and retention strategies. The study features a comparative chart with a list of resources found at 10 J-schools nationwide, and relies on interviews conducted with experts in the field of diversity and inclusion at the academic level and current Hussman students to make assertions about strategies to pursue moving forward. The end result, is a list of four recommendations Hussman administrators might choose to carry out as they build out their diversity plan moving forward, and as they prepare to be reviewed for accreditation.

Chapter 1: Setting the Stage**Introduction**

The past fifty years have seen the integration of newsrooms, diversification of niche sections of the journalism industry and a paradigm shift in the way in which journalists and mass communications practitioners approach minority narratives. Many practitioners are flipping the stereotypes prescribed to minorities on their heads, and thereby ushering in a new era of minority centric storytelling and representation (Sturgis & Johnson-Ross, 2019). This is an idea that was first championed by the American Society of News Editors and Associated Press Managing Editors in 1999. Their efforts were supported by organizers of the National Time-Out for Diversity Accuracy, a program that promotes diversity and accuracy in journalism, when they wrote: “We want to accurately reflect life in our communities. If our newspapers are not inclusive enough to regularly portray the diversity of those communities, then we are presenting a fundamentally inaccurate report. That lack of accuracy undermines our journalistic credibility” (ACEJMC, 2003, pg. 4). It’s clear that the industry will continue to change, but some US journalism and mass communications schools, which serve as the pipeline for many into the industry, have yet to adjust, as these schools are often not effective at attracting diverse talent (Strentz & Adams, 1975).

In saying this, it is also important to recognize that many organizations believe diversifying the industry should be a priority. Arguably most important is the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), which adopted a guiding principle (Standard 3, formerly known as Standard 12) that details strategies and efforts for attracting and retaining diverse students; journalism schools must meet or exceed these standards to maintain their accreditation. Additional requirements under this standard

spell out how an institution should think about diversity and what specific methods they should use to attract and cultivate minority talent. This is indicated by the Standard's emphasis on diversity curriculum, records, efforts and overall statistics detailing representation (ACEJMC, 2003, pg. 6). This Standard aligns closely with policies associated with diversity and inclusion, and site coordinators must assess efforts taken on behalf of the institution to diversify their student body to ensure they are ethical and, more importantly, effective. The scrutiny applied to this particular Standard makes it one of the more difficult ones to achieve. Considering that the diversity of institutions is impacted by immutable features such as the physical location of the school and the availability of local resources, as well as societal barriers to entry, one begins to understand the challenge of developing and implementing a viable plan to diversify a journalism school.

The Hussman School of Journalism and Media at the University of North Carolina at Chapel Hill offers one example of an institution that succeeded in meeting ACEJMC standards in the past in very tangible ways, but has found it difficult to maintain their momentum in present day. A 2015 diversity study at Hussman that was precipitated by an upcoming accreditation audit from the AEJMC detailed a number of promising diversity projects faculty and students were engaged with. Of those programs, however, many now operate with little to no support, be it financial or otherwise, or are no longer in existence. Programs such as Latijam and a Certificate in Latino Media Systems as programs that fall into this category (Hussman, 2015). This means that opportunities for prospective and current students to engage with programs and projects that provide opportunities for minority groups has been effectively diminished. Programs such as: the Ida B. Wells Society for Investigative Reporting have emerged to satisfy the requirements outlined in Standard 3, but growing rates

of minority membership (Hussman, 2015) necessitate more programs and strategies specifically targeted toward minority students.

The purpose of this study is to investigate the general factors affecting recruitment and retention of diverse students belonging to minoritized groups, and to develop a strategy specifically for Hussman to recruit and retain more diverse students.

Chapter 2: Literature Review*Standard 12 and Standard 3*

Hussman is accredited by the ACEJMC, an agency responsible for conducting accreditation assessments on journalism and mass communications schools around the country (ACEJMC, 2019). Every six years, participating programs administer and submit a self-study detailing its ability or inability to comply with the nine accrediting Standards (ACEJMC, 2019). ACEJMC then sends a council-appointed site team to visit the institution; review program documents; speak with students, staff, faculty and other administrators/personnel related to the program; and to sit in on current classes (Ross et al., 2007). Both the self-assessment and team's report from its site visit are taken into account when ACEJMC makes its decision about re-accreditation.

To define what compliance looked like for their diversity Standard, ACEJMC outlined specific indicators of diversity (see Appendix E, pg. 70) (ACEJMC, 2019). The ability of these indicators to achieve compliance was examined in the late 1990s, after six researchers published their second-phase report on a national study of diversity in journalism and mass communication education (Ross et al., 2007). This study spanned two decades, 1989-2001, and was designed to assess the effectiveness of the current diversity Standard at the time, Standard 12. Researchers found that, with this Standard in place, institutions made minimal advances in diversifying the fields of journalism and mass communication, citing weak enforcement and vague criteria as some of the main reasons for this (Ross et al., 2007). The study revealed that populations of white students were significantly higher than that of minority students in the 1989-90, 1997-98 and 2001-02 academic years at the institutions surveyed (Ross et al., 2007). In fact, researchers found that minority student rates for these

schools never rose above 20 percent during their study (Ross et al., 2007). However, they also acknowledged the role Standard 12 played in getting educators to think more critically about the diversity recruitment and retention saying: "...it appears that Standard 12 helped set a climate that values diversity in journalism student populations" (Ross et al., 2007, pg. 23).

Many professional publications that reported on Standard 12 near the end of the 20th century shared the sentiments expressed within the researcher's study concerning the lack of an effective authority or enforcement to ensure institutions complied with Standard 12.

Writing for *Black Issues in Higher Education*, Roberto Rodriguez cites Dorothy Gilliam, a former president of the National Association of Black Journalist (NABJ), who said Standard 12 had not been respected or adhered to by institutions, and that NABJ was the only organization that had actively attempted to enforce it (Rodriguez, 1997).

In response to the concerns raised by Gillam and others, the ACEJMC collapsed the criteria used to evaluate institutional efforts to promote and sustain diversity from nine to six.

More importantly, Standard 12 became Standard 3 in 2003 (Ross et al., 2007) and went into effect for the 2005-2006 accreditation year (ACEJMC, 2003, pg. 5). Under the revised Standard, an institution must have "an inclusive program that values domestic and global diversity, and serves and reflects society" (ACEJMC, 2019).

Recruiting and Retaining Minority Talent Under a Knight Foundation Grant

While accreditation standards were being reworked and condensed, many institutions were also working to figure out how to effectively promote diversity and develop their own best practices for recruiting and retaining minority students. The John S. and James L. Knight Foundation, a nonprofit whose mission is to create "informed and engaged communities" (Lowenstein, 1997) through journalism advocacy, assisted in this effort and provided

resources to six journalism schools around the country to develop and conduct experimental programs that would recruit and retain minority students (Lowenstein, 1997). Each experiment was different, and the Knight Foundation's involvement varied depending upon context and need.

Every school in these experiments provided the Knight Foundation with a project scope and objectives that were used to determine how much assistance, financial or otherwise, and support they were awarded (Lowenstein, 1997). The project scope of the schools varied. While some institutions were focused on recruiting minorities from a particular group into their school, others wanted to recruit and retain minority students into a particular major.

Consider the efforts of Florida A&M University as a prime example of this. The school's objective was "to attract academically talented minority students and enhance their education in journalism with a program that engenders professional development and self-confidence." By comparison, the University of North Dakota's objective was "to recruit and prepare Native Americans in North Dakota and Native people in Canada for careers in journalism" (Lowenstein, 1997, pg. 15). With their grant, Florida A&M University established a Knight scholarship particularly for minority students, cultivated relationships with other minority journalists and mass communications practitioners within the community to serve as mentors for current students, exposed minority students to opportunities in the profession via field trips and internships, and hosted specialized job fairs and professional meetings specifically for these students (Lowenstein, 1997, pg. 7-8). While, the University of North Dakota worked to develop the infrastructure of its current program, creating a Native Media Center (NMC) in their Minority Program office designed to specifically help Native

American students academically and professionally, worked closely with the Native American Journalists Association, cultivated relations with local high schools and community colleges to establish a pipeline of diverse talent and published a quarterly magazine for recruitment and retention purposes (Lowenstein, 1997, pg. 15). It should also be noted that both of these experiments began at different times, with the University of North Dakota starting in 1992 (Lowenstein, 1997, pg. 15), and Florida A&M University starting in 1991 for context (Lowenstein, 1997, pg. 7).

Along with this, four of the six experimental institutions established a Minority Program officer to oversee minority recruitment efforts, help current minority students secure internships and full-time opportunities and to serve as academic coaches (Lowenstein, 1997). Institutions with Minority Program officers were usually assisted by students who were tasked with developing promotional materials to be sent out from the office and various other day-to-day assignments.

Some institutions also developed tracking systems to achieve their goals. These systems were used to monitor the progress of minorities currently enrolled in journalism schools from an academic standpoint. Half of the schools tested (University of Florida, Wayne State University and University of Missouri) implemented some form of tracking, and were able to show tangible results in the field of minority student retention as a result. The University of Florida was able to increase the graduation rate for black students majoring in advertising and journalism from by more than 500%, growing from 5 students to 27 (Lowenstein, 1997, pg. 11) and Wayne State University reported that 70% of their journalism students had graduated from the program in 1997 (Lowenstein, 1997, pg. 20). But, University of Missouri took this system a step further and developed the Journalism Self-

Efficacy Scale, which was administered to incoming first-year students. This tool was designed for “measuring students’ interest, desire and confidence in performing journalism-related tasks and activities” (Lowenstein, 1997, pg. 12). Results of the scale allowed the school’s Office of Minority Recruitment and Retention to proactively address students’ potential weaknesses, track their initial knowledge of the field and reveal individual strengths.

Each of the studies incorporated elements of personalized interaction as part of their strategy to recruit and retain minority students. Whether it was electing a spokesperson to go out to the community and speak to prospective students about the programs available to them at a particular school, developing a personalized public relations campaign or hosting minority professionals within the field to deliver an address to select students, these institutions used the resources provided by the Knight Foundation to develop innovative ways to interact with students. Results for each of these strategies were mixed. And, when these experiments concluded, the Knight Foundation issued a report to the public to detail results. This report posited the idea that journalists fall short when they work to recruit minority talent into the industry.

The report also suggested that journalism schools do not understand the challenges prospective students face when deciding to pursue a journalism or mass communications related field of study. Toward the end of the report, Lowenstein makes the claim that the biggest barrier minority students face when coming to college is financial (Lowenstein, 1997, pg. 21) because they usually do not have enough money to attend these schools in the first place. The author does not mention other factors that might prevent minority students from attending and thriving in journalism schools. This would indicate that some diversity in

journalism and mass communications studies from the 1990s-early 2000s describe diversity as a problem to be remedied with monetary support. The Knight Foundation pledged money to establish large scholarships and sometimes endowments for the six schools they worked with (Lowenstein, 1997), and many reporters cited lack of funding as the primary reason for why they believed their news organization was not taking diversity seriously as well.

Diversifying Faculty as a Method for Minority Recruitment and Retention

In addition to this study, scholars have also documented the efforts of many institutions to diversify their faculty as a way of encouraging more minority students to attend schools. A 2007 study from the Journalism & Mass Communications Educator concerning the efforts made by journalism schools to recruit minority faculty argues that:

‘In recent years, more support has been given to the clamor that the ‘pools of students of color and faculty of color need to expand,’ and that parallel to ‘the need for more graduates of color is the need for graduates of all colors to be comfortable and competent in covering diverse community’ Thus, as faculty and administrators acknowledge that intellectual diversity is fundamental to preparing future journalists and journalism educators to cover or critique a multicultural society professional and research curricula discussions have increasingly addressed diversity issues. (Subervi & Cantrell, 2007, pg. 28)

Additionally, this study finds that the presence of a diverse faculty plays a significant role in the experience of minority students within journalism schools, and the probability that they will complete their studies (Subervi & Cantrell, 2007, pg. 3). This is because a diverse faculty can have a direct effect on the minority students present at an institution and also influence the decision of prospective students to attend specific journalism schools as well (Subervi & Cantrell, 2007, pg. 34). Despite the importance of diverse faculty, few studies have sought to understand the role of diverse faculty members as tools for recruiting minority students (Subervi & Cantrell, 2007, pg. 28). However, this particular study offers a glimpse into the strategies schools (accredited and non-accredited) may use to recruit minority faculty

and therefore more minority students as a result. Of these strategies: salary supplements, joint appointment with other departments, grant opportunities, ability to design a specialized course, minority mentorship opportunities, guaranteed semester off after three semesters of teaching and promotion opportunities emerged as some of the main tactics employed by schools to attract diverse faculty (Subervi & Cantrell, 2007).

Diversity Defined as Women

The main goal of attracting a diverse faculty has changed over the years. For example, in the 90s this tactic was thought to increase to be most effective at attracting women in the journalism and mass communications industry (Subervi & Cantrell, 2007). This is because the concept of diversity was mostly defined as women during this time; an idea that is further emphasized by Standard 12 verbiage detailing the need for more women in the field circa 1990. “Women comprise more than fifty (50) percent of our population, but they are underrepresented on journalism and mass communications faculties. Aggressive efforts by educators can help correct this imbalance,” (Morton, 1993, pg. 28).

Historically, special attention has been paid to attracting women into the journalism field as a way of diversifying the industry, and including more female voices in narratives. In 1993, the *Journalism Educator* published an article hailing Arizona State University’s (ASU) plan to attract female talent into their program as a model for journalism schools across the country. ASU developed strategies similar to those employed by institutions in the Knight Foundation study including: hosting workshops for aspiring women journalists in the summer, waiving the associated program fee for students who indicate financial need and visiting high schools with a large number of female students as well (Morton, 1993, pg. 33).

The need for more women in the field was further perpetuated by the presence of media depicting women as stereotypes, prompting organizations such as ASNE and the Women's Media Center to conduct surveys and conduct campaigns that challenged the proliferation of these images and encouraged more women to enter the field. Today, their efforts continue, and multiple publications underscore the need for more women in the field.

However, the idea of diversity has expanded since the 90s, and paved the way for more broader understandings of the minority, as indicated in the Ross et al. (2007) study mentioned earlier. But, the perfect formula for attracting the minority remains undiscovered as many indicate feeling as though the present-day professional journalism and mass communications industry minorities are entering is not suitable for their professional success. In other words, minorities are afraid they won't be able to succeed in the journalism and mass communications workforce because there are few minorities doing so in the work force (Whitney, 2004).

The Nature of the Media Industry

The presence of few minorities in the workforce is a problem that many organizations have sought to remedy by conducting research and positing solutions. Findings from a study conducted by the ASNE underscores the idea that while newsrooms have made strides to diversify their staff, very few have been able to make parity with current levels of minority populations nationally (Sturgis & Johnson-Ross, 2019). ASNE has pushed back the goals they've set for the newsrooms to achieve racial parity multiple times, and now the organization believes they will be able to achieve this feat in 2025 (ASNE, 2018).

In 1998, minority representation at daily newspapers grew slightly from 11.35% to 11.46% far from the parity goal of 31.7%. The 2008 census found 52,600 full-time journalists of which 13.52% are minorities (ASNE, 2008). Acknowledging a fast-growing diverse population, ASNE decided to push its goal to 2025 and broadened diversity to

include gays, women, and people with disabilities. And by 2016, that figure had edged up only slightly to 17%. (Sturgis & Johnson-Ross, 2019, pg. 345)

ASNE cites the public's lack of exposure to different issues through a cultural lens as one of the main reasons why diversifying newsrooms is so important (ASNE, 2018). The organization believes that the diversification of these newsrooms will in turn lead to the cultivation of more narratives and stories that reject stereotypical markers placed upon minorities and depict them as dynamic characters with individualized wants, needs and aspirations (ASNE, 2018).

More than this, various studies find that because the nature of the media is so seemingly hostile toward minorities, and does not lend much airtime to minority subjects doing something that rejects the stereotypes prescribed to them, potential journalism and mass communications students will sometimes turn away from journalism and mass communications related majors when choosing a field of study (Qiu & Muturi, 2016). According to the Kerner Commission of 1968, the hostility many minorities associate with the media is not a new phenomenon. In fact, this idea stems from decades of distrust in the way the media has reported upon issues of race and minorities (Sturgis & Johnson-Ross, 2019, pg. 340).

Many individuals quoted within the Knight Foundation report also suggest that the industry does not take issues of diversity seriously, and administrators and professors alike expressed concern about the nature of the profession they were preparing their minority students to enter. "If this industry is serious about diversity," said Michele Warner-Chesley, former director of the Journalism Institute for Minorities, "it needs to get serious about journalism education" (Lowenstein, 1997, pg. 20).

Warner-Chesley's sentiments are echoed in other trade publications during this period. *Quill* magazine asked in a 2002 headline, "Is diversity making a difference?," and pointed to a lack of funding and support as reasons why minorities were fleeing the journalism industry (Barton, 2002). The author asserts that the media's inability to understand minorities beyond stereotypes and generalizations leads minorities to leave the industry, as well (Barton, 2002, pg. 19). "Many of the black journalists I spoke to reported that they felt obligated to validate a white-dominated view of black society as dysfunctional, even pathological," she wrote. "They felt their credibility was assaulted or harshly criticized when they attempted to present more balanced portraits" (Barton, 2002, pg. 18).

Coverage of the minority has not always been positive, nor has it included journalists that identify as racial minorities, causing many to develop a lack of distrust in those who were delivering the news (Sturgis & Johnson-Ross, 2019, pg. 340). From the Kerner Commission stemmed five mandates that were meant to expand the opportunities available for aspiring minority journalists, and place an emphasis to "...recruit, train and hire minorities..." (Sturgis & Johnson-Ross, 2019, pg. 340) as a way of diversifying the industry. These efforts were made to combat the problem of inaccurately representing minorities in the media and not covering issues concerning minorities at all.

From a strategic communications perspective, some minorities have reported experiencing a disillusionment with entering the strategic communications industry for a number of reasons as well. Consider a study conducted in conjunction with Asian American Public Relations practitioners and their reported reasonings for entering the strategic communications industry for context. The study, which was published in the *Howard Journal of Communication*, notes that:

The United States continues to experience demographic shifts. Ethnic minorities, which now account for one-third of the population, are estimated to reach more than half by 2050 (U.S. Census Bureau, 2010). Asian Americans are the fastest growing ethnic group, with a population increase of 43% between 2000 and 2010. The population was expected to reach 16.5 million in 2015, representing 5% of the total U.S. population. (Qiu & Muturi, 2016, pg. 236)

This is used as precedent to further emphasize the need for a growing work force that understands the unique challenges that are associated with communicating to diverse audiences, particularly Asian Americans. Considering the barriers to entry into the field of mass communications for this group: lack of understanding about the profession, family encouragement to pursue other careers and general cultural influence (Qiu & Muturi, 2016, pg. 240-242) allows one to get a snapshot into what barriers may exist for other minorities hoping to enter the profession as well. Admittedly, many of the barriers to entry respondents reported in this study have to do with things outside the realm of the media and more to do with understanding and general culture preferences, but these are important things to note for context.

Moreover, a sentiment shared by many employers in the past was that there weren't that many qualified minority students ready to assume a role in the media workforce (Wilson, 1977). This idea of a "qualified black" is something that Clint C. Wilson II, a minority media recruiter in Los Angeles in 1977, discusses in his article "What to do with the Black Journalism Student?" Wilson goes on to say that: "This problem has been the subject of debate, however, because many minorities feel employers merely give lip service to the concept of minority hiring" (Wilson, 1977, pg. 14,). These sentiments are indicative of the journalism industry in 1977, but carry some weight today as indicated by the most recent ASNE survey results (ASNE, 2018).

Understanding Minority Recruitment and Retention in the Industry and Schools: Now

Today, journalism schools and those within the media industry are often looking to recruit students who are not just from a diverse a racial, ethnic and/or gender identity. They have expanded the definition of diversity to include elements such as: sexual orientation, multilingual status and religious affiliation among others. Rather than clearly defining what minority group is meant to benefit from specific recruitment efforts, media industries and journalism schools alike are implementing more generic programs that cater to those within minority groups, instead of just specific identities.

In 2004, Fox Entertainment Group instituted a “Journey to Excellence” program to work with inner city youth in Los Angeles and provide them with opportunities to engage and learn more about careers in the media (Whitney, 2004). No specific demographic or minority group was targeted in this outreach. Instead, Fox Entertainment Group chose to conduct a blanket campaign that impacted those from multiple minoritized backgrounds. Additionally, 2004 saw the creation of a Unity recruiting and network conference that was attended by, “...more than 7,000 attendees, many of whom will be minority journalists” (Whitney, 2004). This conference allowed media groups to interface with prospective and current minority students and connect them with future educational and career opportunities. The definition of who constituted as a minority student for this event was left open to interpretation.

Similarly, Michael Bugeja, the director of Greenlee School of Journalism and Communication at Iowa State University, published an editorial detailing 10 steps he took to diversify his school using strategies that appealed to all minority students, regardless of their identities. These steps included developing promotional materials to be shown to admits in

the school, creating information packets and blogs to be sent to prospective students, hosting social events and developing a transparency page to detail the state of diversity within the school (Bugeja, 2013). Employing these tactics helped Bugeja increase enrollment in advertising and journalism specific majors for the 2013-2014 school year, by 52 and 19 percent respectively (Bugeja, 2013, pg. 27). These statistics do not indicate what specific minority groups Bugeja was able to attract into the program. Rather, they provide a purely quantitative summary of the results of his efforts.

In addition, Bugeja also frequently emphasizes the cost-effective measures he was able to implement throughout his study (Bugeja, 2013). Bugeja makes the claim that for many journalism schools, high costs represent a barrier to entry for an administration to begin employing minority recruitment and retention practices. In fact, the sentiment for many journalism schools today is that strategies that subvert cost are the most effective. This is echoed in Sturgis & Johnson-Ross's article (2019) as they believe Historically Black Colleges and Universities (HBCUs) must operate with secure funding in order to properly recruit and retain minority (in this case, black) media professionals into the profession. They believe having more black media practitioners will disrupt and eventually stop the proliferation of media and images that depict black people in a demeaning light or as stereotypes (Sturgis & Johnson-Ross, 2019).

Last, a 2003 study conducted by ACEJMC showed that engaging with the local community surrounding a journalism school by having students work on minority centric projects within these communities can be a tactic to diversify minority students as well (ACEJMC, 2003, pg. 9). Much of this study details the efforts of journalism schools around the country to develop courses and curriculums that allowed students to work on projects

directly related to diversity. In doing this, all of these schools report experiencing some level of success in retaining minority students (ACEJMC, 2019). More than this, this study revealed that it is important for journalism and mass communications schools place emphasis on creating a welcoming environment for prospective and current minority students (ACEJMC, 2003, pg. 61). Painting murals, erecting statues, creating programs and establishing physical spaces for minorities were all things the study hailed as being effective strategies for attracting and retaining diverse talent (ACEJMC, 2003, pg. 63).

Overall, it would appear that the efforts employed by media professionals and journalism schools alike to recruit and retain minority students into journalism schools around the country usually involve a few key elements. An emphasis on creating mentorship programs, developing relations with potential talent in local school (secondary and otherwise), programming, using more inclusive language in promotional materials and prioritizing personal interactions with both prospective and current students all emerge as key tactics employed by schools and industry professionals alike. Those who are working on diversity recruitment and retention efforts see it as something necessary for bringing about change in the form of cultural conscious.

If journalism schools cannot attract diverse talent into their schools and effectively retain this talent, then statistics such as these will not change. The literature above, while comprehensive, paints a scattered picture for journalism schools hoping to get serious about diversity, and raises the following questions both for Hussman and J-schools more broadly

RQ 1: How can J-schools effectively recruit and retain diverse students, and what are they doing now to accomplish this?

RQ 2: What can Hussman specifically implement to attract and retain minority students?

A standard method of practices and procedures will be hard to come by, but it is worth considering what practices are out there and which of these practices would best fit into Hussman's current strategy.

Chapter 3: Conducting the Study*Methods*

To conduct this study, the researcher examined the demographic makeup of staff, students and faculty at 10 journalism schools in the country (see Appendix A, pg. 65). These schools were selected based upon their geographic location in an effort to get a better idea of what schools are doing across the country to enhance their diversity and attract new students. Moreover, many of these schools are peer-institutions to UNC-CH, which allowed the researcher an opportunity to understand the challenges and opportunities that may also be present at Hussman. The researcher selected three schools from the Northeast, two schools from the Midwest, three schools from the Southeast and two schools from the West.

The researcher examined what diversity specific programs, organizations, faculty, scholarships, mentorships, fellowships, internships and other opportunities are available at these institutions and logged and coded each, with the goal of creating a comparative chart to identify the diversity recruitment and retention strategies active at each of these schools. To code this data, the researcher used methods found in *The Coding Manual for Qualitative Research*. Information was coded for patterns. Per the manual, there are many ways to code for patterns, and the researcher utilized this analysis tool to determine what categories were used to organize the data once one has coded it (Saldaña, 2016, pg. 8). For this study, the researcher coded information based upon type of programming (event, long-term or initiative); faculty as either female or people of color; scholarships as need based or merit based; organizations as affinity based or project based) and mentorships, fellowships and internships as selection based or application based. Other opportunities that the researcher found when gathering this data were coded as “Miscellaneous.” These codes were then

assigned categories to lump similar outcomes together. Afterwards, they were assigned themes, to help the researcher better understand their role in diversifying the journalism schools who adopt them. It should be mentioned that themes are different from categories in that they are formed after the coding and categorization processes occur (Saldaña, 2016, pg. 13). They are supposed to emerge organically from a data set, and after the coding and categorization process the researcher worked to extract themes from the collected information.

The researcher also gathered quantitative data to include in the comparative chart as well. This data consisted of numbers concerning the current percentage of diverse faculty present at these schools, number of diversity programs active, number of minority specific scholarships available and the number of minority specific fellowships and mentorships at the time of collection as well. This information was not coded as it was used to give more background on how each of the schools mentioned in the chart is currently doing when it comes to representation of minority students. Readers of the chart will be able to make comparisons about the rate of diversity at different schools around the country for themselves, based upon the numbers.

Additionally, in an effort to develop a strategy specifically for Hussman, the researcher conducted in depth interviews with current minority students from Hussman. Students represented all fields of study present in Hussman. In-depth interviews allow one to explore the perspectives and ideas a small group of people may have on a given topic (Mack, Macqueen, Guest & Namey, 2005, pg. 29). The purpose of the interviews is to provide overall context about a particular idea (Mack et al., 2005, pg. 30). Interview responses were recorded and used to generate a repository of language that the researcher will refer to as they

develop key messages and themes that were ultimately incorporated into a final strategic communications plan. The researcher developed a three-pronged questionnaire, that asked respondents to discuss their personal reasons for entering the journalism and mass communications industry, their experience in Hussman and general knowledge of diversity techniques used to recruit and maintain minority students in J-schools.

Last, the researcher conducted in-depth interviews with diversity and inclusion practitioners in academia. The researcher interviewed 2 subjects. Because the nature of diversity and inclusion work varies depending upon context and workplace, the researcher defined anyone that is directly working to influence policies related to minority consumers and students as those who are eligible to be interviewed for this study. In-depth interview subjects were recruited by asking those within the specific industry the researcher hopes to gain insight from if they have any recommendations of specific people they to speak too (Boyce & Neal, 2006, pg.7). Interview subjects were identified by examining the specific industry and selecting subjects for this research (Boyce & Neal, 2006, pg.7). The researcher used a combination of these two strategies to identify his interview subjects, and to identify a list of 10 potential respondents, in the event that one or more of these respondents is unavailable. One standard list of questions was created for each interviewer to answer. Interview responses were coded, categorized and used to develop certain themes and strategies that may be useful for Hussman to adopt as a way of improving minority recruitment and retention efforts. Their feedback and ideas were used to develop a diversity plan moving forward that will incorporate key themes taken from the literature review, verbatims from interview respondents and information obtained from the comparative study that is specific to Hussman.

More information on how the researcher went about implementing each aspect of this study can be found below.

Process for Creating a Comparative Chart

Using insights obtained from the literature review, the researcher identified seven categories of information to gather for this portion of the study, in the hopes of creating a chart that would give prospective and current minority undergraduate students a sense of what resources were available to them at various J-schools. These categories were: scholarships, faculty, mentorships, fellowships, organizations, programming and miscellaneous. Afterward, the researcher chose 10 peer institutions to research using these categories. As previously mentioned, institutions were selected based upon their geographic location in an effort to compare what schools are doing across the country to enhance their diversity and attract new students. Four schools from the Northeast, two schools from the Midwest, three schools from the Southeast and one school from the West were all selected.

To gather information, the researcher began reviewing each institution's website, recording relevant information in a separate document for later transcription. Additional information for the chart that could not be ascertained from these websites was obtained via phone calls to each of the peer institutions. Some calls were fruitful, while others required additional digging, and the researcher referred to various databases to fill in blanks. Some sections in the chart were left blank and given an "N/A" designation as information from that particular institution was not readily available. It should also be noted that information recorded for each institution is not all from a standard school year or term. Rather, the most recent information for each institution has been documented in the chart. Specific school years have been recorded for each entry. More than this, the researcher ran into roadblocks

coding the information consistently, as some institutions had information that was readily available while others did not. Because of this, some of the entries, particularly ones in the faculty column, have been estimated. Upon completion, the researcher used the chart to develop patterns and key takeaways.

Process for Interviewing Minority Students

During the months of February and March, the researcher conducted in-depth interviews with five students from the Hussman School of Journalism and Media that identified as minority students. Interviews lasted between 30 minutes to an hour. Four were conducted face to face and one was conducted virtually. Students interviewed mostly identified as African American and came from a variety of disciplines in the school. While they were also asked a series of standard questions (see Appendix B, pgs. 66-68), it is important to note that the interviewer frequently interjected to follow up on a response or idea that one of the students may have mentioned, thereby formulating more questions for the particular respondent to answer. All in person interviews took place in the Student Union, and respondents were required to complete a qualitative questionnaire (see Appendix C, pgs. 69-70) following their interview. Interviews were recorded on the researcher's cell phone and later transcribed to reference key quotes. Respondents' names have been changed and certain personal details have been omitted to protect anonymity.

Process for Interviewing Diversity and Inclusion Practitioners in Academia

The researcher identified a list of 10 academic experts in the field of diversity and inclusion at the institutions listed in Chapter 1. These experts occupied various positions in academia from deans, administrative specialists to retirees. Two experts were chosen to provide commentary on the current state of diversity in journalism and mass communications

schools nationally, and to provide feedback on their perceptions of diversity at Hussman. One of these participants was a former employee of Hussman, and had intimate knowledge of the unique problems facing diverse students there. The other serves as the Dean of Northwestern University's Medill School and provided insights on the state of diversity within the journalism and mass communications industry at large

Interviews were more conversational in nature, but followed a set of standard questions. The interviewer frequently deviated from these set questions and followed up on many of the ideas presented during each conversation. These deviations were not recorded in the final questionnaire (see Appendix D, pg. 71) Interviewee comments were combined to develop specific insights that were later used to solutions and ideas to increase diversity at Hussman specifically in Chapter 5.

Chapter 4: Results*Comparative Chart*

The State of Diversity at 10 J-Schools							
School Name	Faculty Makeup	Scholarships (Merit/Need Based)	Mentorships (Voluntary/Application Based)	Additional Opportunities (Fellowships/Internships)	Programming (Event/Initiative)	Organization (Affinity Group/Project Based)	Miscellaneous
Arthur L. Carter Journalism Institute at New York University	2016-2017 Academic Year 34 Full Time Faculty ~35% Women ~29% Minority	N/A	N/A	N/A	Urban Journalism Workshop	N/A	Journalism in Ghana
School of Journalism in the Moody College of Communication at the University of Texas Austin	2014-2015 Academic Year 25 Full Time Faculty ~40% Women ~16% Minority	Sonia and Javier Perez Scholarship in Journalism Scholarship Database	N/A	Fellowship/Internship Database	VOICES Oral History program	UT National Association of Black Journalists UT National Association of Hispanic Journalists	N/A
Annenberg School for Communication and Journalism at the University of Southern California	2016-2017 Academic Year Full Time Faculty ~42% Women ~36% People of Color	Cisneros Scholars Fund Annenberg Leadership Initiative Wallis Annenberg Scholarship for Communication Student Opportunity Fund Student Emergency Fund	N/A	Annenberg Fellows Program	The Faculty Visit Program Annenberg Inclusion Initiative Annenberg Popular Music Project, Norman Lear Center Summer High School Program Joint Educational Projects Program Annenberg High School Day Events Annenberg Civic Engagement Initiative	Asian American Journalists Association at USC National Association of Black Journalists at USC National Association of Hispanic Journalists at USC Women's Leadership Society	Annenberg Diversity Initiative Associate Dean of Diversity, Inclusion and Access
The Medill School of Journalism, Media, Integrated Marketing Communications at Northwestern University	N/A	Scholarship Database	Medill Media Teens *	Fellowship/Internship Database		Multicultural Student Association The Black House Aleianza Asian American Student Journalists Black Board Association for Women in Sports Media National Association of Black Journalists National Association of Hispanic Journalists Queer Reader Northwestern University Asian Magazine National Lesbian and Gay Journalists Association	N/A
The Missouri School of Journalism at the University of Missouri	2016-2017 Academic Year 67 Full Time Faculty ~50% Women ~14.10% Minority	Six unidentified scholarships for minorities	Multicultural Mentoring Program	N/A	Minority Recruitment Program	National Association of Black Journalists National Association of Hispanic Journalists Women in the Media	N/A
The Walter Cronkite School of Journalism and Mass Communication at Arizona State University	2015-2016 Academic Year 44% Women ~27% Minority	Scholarship Database	The Cronkite Mentorship Program	Hubert Humphrey Fellowship	National Center on Disability and Journalism Cronkite Noticias Arizona Latino Media Association High School Journalism Workshop Cronkite Institute for High School Journalism	Asian American Journalists Association Association for Women in Sports Media Association of LGBTQ+ Journalists National Association of Black Journalists National Association of Hispanic Journalists Native American Journalists Association	UNITY/McCormick Foundation Electronic Clearinghouse Southwest Borderlands Initiative
The College of Journalism and Communication at the University of Florida	2017-2018 Academic Year 57 Full Time Faculty ~45.6% Female ~21% Minority	The College of Journalism and Communications Latin American and Caribbean Scholarship Database	Positioning All Transfers Highly for Success	N/A	Becoming A Woman of Influence Development Workshops Outreach Events Group and Class Presentations We Are CJC	UF National Association of Black Journalists Unity PR Association	CJC Student Diversity Task Force The Knight Division for Scholarships, Career Services and Multicultural Affairs
Donald P. Bellisario College of Communications at Pennsylvania State University	2018-2019 Academic Year 72 Full Time Faculty ~38.9% Women ~20% Minority	Scholarship Database	Peer Mentors	Fellowship/Internship Database	Martin Luther King Jr. Commemoration Guest Speakers Heritage Month Events Howard University Job Fair Welcome Back Ice Cream Social	Asian/Hispanic/African/Native American Student Organization Association for Women in Sports Media (AWSM) Bellisario College Diversity Ambassadors National Association of Multi-Ethnicities in Communications (NAMIC) Sovereign Magazine Penn State Association of Journalists for Diversity (PSAJD)	Assistant Dean for Diversity and Inclusion
School of Communication at American University	2013-2014 Academic Year 33 Full Time Faculty ~45% Female ~19% Minority	Nick Charles Scholarship Scholarship Database	SOC Alumni Mentor Program	Dean's Internship	Politico Journalism Institute	The Blackprint Her Campus AU American University Association of Black Journalists	The Diversity Committee
Hussman School of Journalism and Media at the University of North Carolina at Chapel Hill	2014-2015 Academic Year ~44.7% Women ~23.4% Minority	Scholarship Database	Peer to Peer Advising	CBC-UNC Diversity Fellowship Program	Ida B Wells Society for Investigative Reporting Bloomberg UNC-Berkely Business Journalism Diversity Program Bloomberg UNC City Business Journalism Diversity Program Chuck Stone Program for Diversity in Education and Media Visiting International Scholars Program	Carolina Association of Black Journalists	N/A

*Medill Media Teens is the only mentorship listed that is exclusively available to prospective students

Discussion

Data gathering proved to be difficult for this portion of the study, as many of the institutions chosen did not have information readily available either on their website or via phone conversations. The researcher also faced challenges putting this information into a cohesive format. Some institutions included certain figures, while others did not, which made the process of coding more difficult. Ultimately, the researcher had to make various decisions about what to code versus what not to, which may have resulted in some inconsistencies between entries. However, the process of finding this information allowed the researcher to experience what it may be like for a prospective or current student to conduct similar research. Moreover, this process revealed that finding diversity specific statistics and resources can be a challenge in itself.

This was especially the case when it came to finding information on available fellowships offered through an institution. The researcher found that only a select few schools actually offered fellowships, and of the 10 schools listed, only two had information about specific fellowships available on their individual websites. The same can be said for internships. Only one of the 10 schools provided information on an internship opportunity offered specifically for students. This internship, while it did not specifically advance the goals of the school to diversify its undergraduate students, did provide students the chance to interact with multicultural groups and organizations, and it was included for that reason. Many schools listed provided their current students with access to internship/fellowship databases, which may include opportunities specifically for minorities or to advance diversity and inclusion agendas. It is also important to note that all 10 schools included information about external partnerships students could take advantage of to secure internships, funding opportunities, etc. This would indicate that present-day J-schools prioritize forging

connections in the industry that will benefit students in various ways. These partnerships often provide financial assistance to support the efforts of these institutions to recruit minority prospective students, which has the potential to produce results in the percent of minorities entering the industry.

Most J-schools already have some sort of program or initiative established to recruit prospective minority students to their programs, both with external support and otherwise. A few programs in particular that stood out during the data gathering period were: the Urban Journalism Workshop at Arthur L. Carter Journalism Institute, Arizona Latino Media Association High School Journalism Workshop at the Walter Cronkite School of Journalism and Mass Communication and Chuck Stone Program for Diversity in Education and Media at the Hussman School of Journalism and Media. All of these programs provide high school students from diverse backgrounds an immersive opportunity to learn more about the media industry and their schools by extension. These programs have been widely successful, and reported significantly high turnover rates in the past few years. However, the chart shows that there are not a lot of programs out there for prospective minority students. And the limited number that do exist are very competitive, making it difficult to give many minority students the opportunity to explore journalism and mass communication courses of study.

In terms of financial resources, minority students currently enrolled in J-schools across the country may sometimes find themselves in a similar predicament. Many schools provide their students with scholarship databases and lists that will direct them to alternative sources of funding. But very few opportunities are out there for minority candidates specifically. The researcher recorded seven scholarships for minorities across the 10 schools listed. Six of those seven are annual funding opportunities (the only non-annual scholarship

is the Annenberg Student Emergency Fund, which is available for students facing a documented hardship). It should be mentioned that there may be other opportunities available, but these were the ones that came from the researcher's data and conversations with administration in many of the schools listed. The apparent lack of minority centric scholarships is not necessarily a bad thing, as many institutions do offer alternative scholarships and other forms of funding. But, it should be taken into account as a measure of how serious institutions are at catering opportunities specifically for their minority students, both current and prospective.

The same can be said for mentorship opportunities, as many schools provide some form of mentorship, but few mentorships are specifically for minorities. In fact, the Multicultural Mentoring Program at the Missouri School of Journalism is the only mentoring program specifically for minority students. There was less information out there about mentorships, which would suggest that either these opportunities are discovered via word of mouth, some other form of communication or that there are not a lot of these opportunities out there. This is an important idea to consider, as many minority students in Chapter 2 of this study expressed the lack of minority faculty at Hussman to serve in additional capacities as mentors was one of the biggest drawbacks of the program itself. Students at these schools may feel similarly, which further emphasizes the importance of having access to diverse mentors.

Research from the literature review shows that students should also have access to networks of diverse students to increase the retention of minority students in J-schools high. This is an area in which many schools seem to be excelling. There are multiple affinity groups and publications available for students to join and work for that all help to establish a

sense of community for minority students during their time in school. These organizations and publications are usually funded by the school and faculty may even choose to serve as advisors and/or directors for them.

Aside from this, institutions are doing a good job at making information about the diversity of their faculty available to the public. Statistics were retrieved from the ACEJMC website and correspond to the last accreditation year each school completed. However, the last accreditation year for each school varies and the chart does not allow one to compare the actual present-day diversity of faculty at the institutions. Many students interviewed for this study mentioned wanting to be taught by professors from diverse backgrounds, and this data point would suggest that schools might benefit from having current information about the diversity of their faculty present on either their website or available upon request.

Alternatively, this might be something that larger accrediting bodies such as ACEJMC may be able to request on a yearly basis and make available to the public.

Current information suggests that most all schools are making strides to include more women on their faculty, with the majority reporting that female faculty makes up 40 percent of their full-time faculty. This indicates some progress in the realm of gender diversity, but rates of minority faculty members are not faring as well. Statistics show that the rates of minority members are not as high, and the percentage of full-time minority faculty does not rise above 40 percent for any of the schools listed. The closest to 40 is Annenberg School of Communication, a school that has published a strategic framework for diversity and inclusion to its website and hired a Dean of Diversity, Inclusion and Access to oversee its diversity efforts. The rate of minority faculty in these schools is not staggering, but it does suggest that

schools need to develop more pointed and comprehensive strategies for recruiting more diverse faculty to their ranks if they are wanting to make strides in the right direction.

Ultimately, this list provides a snapshot of some of the resources, both human and otherwise, available to minority students at J-schools around the country. By no means is it exhaustive, but it will hopefully give institutions an idea of what is available to students who may be looking into pursuing a degree at their school, or current students who may be researching opportunities for themselves. If anything, this exercise shows that for J-schools to get serious about diversity recruitment and retention they must position themselves as places abundant with opportunity and make information readily available to both current and prospective minority students.

Hussman Student Interview Responses

Interview 1: Sarah¹

Sarah is a junior transfer student from the University of North Carolina at Charlotte. She's studying journalism on the broadcast track and communication major, and was not formally introduced to Hussman. "I knew that we had one of the best journalism schools in the country and it was also local, so that was my first introduction to it," she said. "I wouldn't say I had any formal introduction besides it being a good journalism school in the country and that kind of summed up my intro." Coming into the school, she was excited to participate in the broadcast program and looked forward to learning from professors who had actual experience, as she has always liked the production aspect of news and pulling things together. Currently she serves as the [sic] for the Carolina Association of Black Journalists (CABJ), but does not participate in any other minority serving organizations

¹ Student respondents' names have been changed to protect their anonymity

hosted through Hussman. This is because she is not aware of any other minority serving organizations through the school. In fact, Samaria cites this as one of her main concerns with Hussman, and believes the diversity of students present within the school to be “lacking.”

“I’ll sit in a lot of my classes and a lot of my peers tend to be white women,” she said. “Even white men is kind of more of a rarity, and then let alone any other group that isn’t African American or like white. It’s lacking, and I think professors are as well. There’s not a lot of diversity with professors.” Her remarks, particularly as they relate to the diversity of professors in Hussman, prompted a series of other questions about how the racial makeup of professors may impact the experience of students in the school. Sarah believes that having more diverse staff and faculty could lead to higher minority student enrollment rates. She went on to say that minority faculty are not only useful for enriching students and teaching them the ins and outs of the industry, but also to serve as examples and representations to younger minority students about the possibility of what they could do with a degree in the present journalism and mass communications industry. She again emphasized the importance of having diverse staff and minority representatives to reinforce cultural competency for students in Hussman.

She adds that she does not necessarily think it’s a bad thing that Hussman doesn’t have that many minority faculty members. “If you’re qualified to teach and you are accepting and aware of students and their differences, then I don’t have an issue. But, I do think it would be nice because I mean going into the career [I’m planning to go into] I am going to be a black woman, and it is nice to have that connection with someone so that you can at least go to and have some insight.”

During the interview, Sarah also mentioned the idea of “otherness,” in the sense that in many of her classes, in the J-school across campus, she has felt the need to prove herself and speak on behalf of those who would identify with her same gender and race. One important thing to note is that when asked if she experienced this feeling of otherness more or less in Hussman than in other UNC classes, Sarah responded that she felt it more in the J-school. She went on to say that this feeling of otherness is even perpetuated in the emails that she receives from Hussman career services. “The [emails] that I do read, I don’t see a ton of things about diversity, and because I am working as a [sic] for CABJ, Trevy sends me emails all the time of different opportunities,” she said. “It would be nice to see those same opportunities put into those kinds of emails.” She qualified her statement by saying that she doesn’t believe there should be a specific section for people of color in the career services email, but that it would be nice to have some kind of minority centric opportunities listed on the emails sent out.

More than this, Sarah also expressed feeling a similar sense of otherness when it comes to her major. She wishes the J-school had an entertainment or culture track, and has tried to circumvent the lack of an entertainment/culture track by taking various niche classes. She expressed wanting a person of color to oversee these classes, as she believes this person would be able to focus on more interesting news topics.

To end the interview, Sarah emphasized the role minority faculty members could play to diversify Hussman. She also mentioned the idea of minority students having access to more opportunities as being one of the main things that would keep students from diverse backgrounds in the school as well. Sarah’s remarks would suggest that Hussman needs to make more of a concerted effort to recruit diverse faculty. Faculty that will ideally serve in

multiple positions as instructors, mentors and advisors to the current and prospective minority students associated with Hussman in Sarah's mind.

Interview 2: *Melba*

Melba is a junior majoring in print journalism. She declared her major after an initial stint on the broadcast journalism track. In high school, Melba connected with a student at UNC who introduced her to a few of her African American friends in the J-school. "When I got into the journalism school [however] I realized that was not the actual makeup," she said. "It was also very difficult. The way that the journalism school was explained to me was not my exact interpretation of how things were, like rigor, things that you could write about, ways to maneuver about the school. I was shown a glorified version of what it really was." Students told her that coming into the J-school she would have more autonomy. However, she said that this has not been the case.

"I took Audio Journalism last semester, and I focused all of my pieces around racial issues and racial tensions... My professor ended up telling me that maybe I should stop with the 'hard news,' which I thought was very strange because I thought they wanted us to talk about hard news," she said. Her experience in this class is indicative of broader trends she associates with the J-school, particularly as it relates to diversity. She said that diversity is a problem at Hussman and that the school's lack of "different faces" has reinforced ideas of otherness in many of her classes. This feeling has also transferred over to her work. "I know a lot of black people want to write about black issues, and it is really hard to have your stories uplifted or even seen as prominent when they are kind of being devalued by what is considered mainstream."

When asked more specifically about her experience as a student in the J-school, Melba said that she has enjoyed the current cultural competency class she is taking online (MEJO 441: Diversity & Communication), but wishes she were taking it in person. “Within a class like that, where there are a lot of competing cultures,” she said. “To kind of come to an agreement to coexist, and with that being online it’s not the same.” In saying this, she mentioned that she has taken away a lot of important information from MEJO 441, namely when it comes to understanding how race has been perceived in the media throughout history. She went on to say that she wished Hussman prioritized hiring more professors of color to teach cultural competency classes, to make students of color feel more comfortable.

To end the interview, Melba emphasized the importance of having a diverse staff as being something that could not only increase the likelihood of prospective minority students to declare themselves as journalism or mass communications majors through Hussman, but to retain current minority students as well. She spoke briefly about the idea of “access.” Something that, to her, is a catch-all term for different opportunities, curriculum and experiences that she believes many minority students in the J-school are not getting because of the current structure of the institution. She went on to say that this idea of “access” carries on into the actual professional industry. “A lot of minorities cannot afford to go into a low paying [journalism] job because they don’t have the assets.” This comment would suggest an overall perception problem for the journalism and mass communication industry as a whole. All of this ultimately raises the question of what responsibility and power Hussman has to change this perception as a whole?

Interview 3: *Stewart*

Stewart is a senior Public Relations student who found out about the J-school through a few mutual friends. “I had a really good upperclassmen friend that was in the J-school, and seemed to really enjoy it,” she said. “She kind of found her home there and the school really suited her personality, and I was in kind of a rut with my incoming major, which was Public Policy and feeling like I wasn’t really doing anything...” Stewart wanted a new major that would cater to her interests; talking to people and current events, but worried that majors in the J-school were not “serious enough” for her to pursue. She found joy in her new major, but said she encountered some roadblocks when she decided to switch her major.

Many of these roadblocks came in the form of time commitment. Many of the extracurricular activities she wanted to participate in conflicted with her work schedule. This was especially true for her involvement with CABJ, the only minority serving organization Stewart was a part of. She initially joined CABJ to mediate the sense of otherness she felt in many of her classes. “I think [Hussman is] a very un-diverse school, and I think that is really sad because it is essentially a school of storytellers, and everyone is working on their craft as a storyteller, either for a particular company or issue, whether you are doing PR or as a journalist or if you’re a truth seeker or advertiser to convince people,” she said. “I think it is a very limited perspective that is brought in by the lack of diverse voices.”

Stewart added some context to this statement by saying that she did not think the lack of diversity was a problem unique to Hussman, and that she felt as though other Predominantly White Institutions (PWIs) might be experiencing similar problems. Stewart said that having more opportunities to interface with diverse professionals in the journalism and mass communications industry may change the perception many students have of the J-

school and other institutions around the country. She said it's been difficult to find diverse mentors that can serve as representatives for her during her studies and career.

During the interview, Stewart also mentioned that she had a few suggestions Hussman could implement to aid students in developing their cultural competencies. "I was in [this one] class and there were 10 of us and we were doing comparative analysis on ads, and we saw some ad that only featured black people. Predominantly black women, like it was clearly an ad that was supposed to be featured in the south, like Louisiana or some place with a big black electorate," she began. "And this girl raised her hand and was like 'there's a lot of minorities,' and I'm thinking every person was black. People are not so removed from you that you have to say 'minority' or call a spade a spade." She used this anecdote to explain that many students don't feel qualified to talk with or about people who are different from them, and felt it important for Hussman to emphasize cultural competency in its curriculum.

Last, Stewart talked about the barriers that may exist for those graduating from journalism and mass communications schools, particularly Hussman hoping to enter the industry. She said many of her friends particularly those from marginalized communities struggle to find jobs that will help them pay the bills, and therefore search for other options of employment. She mentioned that this was a problem that may be mediated with the help of a centralized office or counselor that would serve to connect minority students with opportunities both inside and outside of the school.

Interview 4: *Michael*

Michael is a junior majoring in Advertising and Public Relations who learned about the J-school in his sophomore year. "I changed my major like four times before," he said. "As I was looking for a major and what I would like to do, I found a class in the school of

journalism that's MEJO 137: Introduction to Public Relations and Advertising. I just realized that I really enjoyed what I was learning in class and it was applicable [sic] it could be easily translated to real-world circumstances." Michael felt the skills he was learning in Hussman would make him more marketable in his future career. More than this, he spoke highly of the various opportunities offered to him through the J-school, most notably the career treks, classes and professors available.

Michael's perception of diversity at Hussman was generally more positive than other respondents, and he referenced many of the experiences he had in the classroom as things that made his time in the J-school so positive. When he was asked about his perceptions of diversity as it relates to Hussman, he had mixed feelings. "I feel like diversity is composed of so many different components besides color, I feel like diversity of stories, opinions etc., but I feel like when it comes to inclusion at Hussman, the inclusion part isn't there." Michael cited an instance in which one of his friends was denied funding from Hussman for a diversity specific organization he was hoping to start in the past. He qualified his earlier statement about diversity by saying he wasn't sure what Hussman's vision for diversity was, but that he felt not having a diverse student body does students within the school a disservice. Michael had similar thoughts on cultural competency education and said he felt that the J-school should be cognizant of everyone's stories and walks of life. He said he was a big proponent for understanding and accepting people where they are and using this knowledge to further develop your own cultural competency.

Additionally, Michael emphasized the connectivity of minority Hussman students and alumni that affords students within the school certain opportunities they might not have had otherwise. "I feel like since there are so many people of color in the Hussman school

compared to other professional schools, I am equipped with resources that others may not have.” He was not aware of any efforts Hussman had used to recruit or retain students in the past, but felt that the connected nature of students and alumni helped to improve the experience of journalism and mass communication students in the J-school itself.

To end the interview, Michael said that he felt the best way to increase diversity in the J-school would be through programming. He again made mention of the fact that these programs should be geared toward understanding students’ circumstances and walks of life. In his mind, doing these things could help the school make strides to diversifying the school and eventually the industry.

Interview 5: *Elsa*

Elsa is a junior majoring in photojournalism in the J-school. Of the five interviewees she is the only one that had participated in Hussman specific outreach programs before deciding to attend the school. She attended the North Carolina Scholastic Media Institute and the Chuck Stone Program for Diversity in Education and Media, and decided soon after the latter experience to come to UNC and study journalism. Elsa entered the school as a broadcast student and was excited about the academic rigor programs in the J-school promised, and the fact that it was one of the top schools in the country intrigued her as well. She also had more personal reasons for pursuing journalism. “I entered the field of journalism because I recognized the power in telling stories,” she said. “And also, the importance of having minority voices represented in the media.”

Because of this, Elsa sought out organizations that focused on topics and issues central to minority communities; becoming a content creator for the Bridge (an online publication for women of color on UNC and Duke’s campuses), a member of the Chuck

Stone Alumni Cohort and CABJ as well. She joined these organizations in an effort to connect with spaces and communities she thought were lacking within the J-school. “There just aren’t voices from different communities being represented, accounted for, provided resources or given a seat at the table and that is very evident whenever one has a conversation with different groups of people at different schools or even in different concentrations within the Hussman school,” she said. Elsa went on to say that she felt a lot of the students in the J-school were not reflective of the world, and she was often one of few people of color in rooms full of white faces.

This sense of “otherness” caused her to venture abroad in the Fall 2019 to take cultural competency classes (required for all students in the J-school) with professors who she knew would not be white. She also thought it was important to be surrounded by students who looked like her when she took the classes, as she felt these students would be more likely to engage with the content presented since it might actually impact their lives. Elsa believes apathy is one of the biggest problems with the current cultural competency classes offered to students in Hussman. She believes these classes could help to create more conscious journalists and mass communicators, but only if people really want to take them.

Elsa also commented on the state of diversity in the J-school, particularly as it relates to representation at the faculty level. “There are many things that are frustrating: we have a lack of women and no people of color teaching those courses which is frustrating as a woman of color who plans to enter photojournalism,” she said. “I don’t have anyone to talk to about the unique experiences that women photojournalists have and specifically women photojournalists of color.” She cited a lack of resources for students in general as being one of the main barriers for minority students in the J-school as well. In her mind, providing

access and options are the two things that can go a long way to diversifying the makeup of the school.

As for retention, Elsa said she hadn't seen any real efforts made by the school to ensure that diverse students in particular stayed in the school, but that she wished administrators prioritized this. She ended by saying that Hussman could go about retaining students in a number of ways; listening to concerns about resource distribution, investing in workshops on diversity for faculty, staff and students being the main ideas she thought of.

Discussion

Respondents frequently mentioned finances as being one of the main barriers to entry and success for minority students hoping to study journalism or mass communication in college. They cited a lack of available positions that paid a decent salary within the journalism and mass communications industry as being one of the primary reasons why they believe many minority students are deterred from entering journalism and mass communications schools, particularly Hussman. Two respondents in particular noted a perceived lack of diversity in the faculty of Hussman gave minority students, both in and outside of the school, the perception that Hussman lacked diversity entirely. One student hailed diverse faculty as being an important attractor for prospective minority students and claimed the ability of minority faculty members to serve as mentors for minority students was one method she believed could be used to retain more diverse students. Another prevailing theme was the perception that there should be more tracks and classes available for all Hussman students to take that will further enrich their cultural competence and learn about more niche things.

The concerns about diverse faculty revealed many insights for further study. As many respondents made mention of the importance of having a diverse faculty and staff to serve in multiple capacities. Students expressed wanting faculty that had made a career in the industries they were planning to enter, to ask them questions unique to their own personal experiences and identities. All five respondents indicated that they felt the faculty in Hussman was overwhelmingly white, and expressed a desire for more representation. It should be mentioned that all respondents identified as black, and three claimed the school could specifically benefit from having more “black professors.” Two respondents gave a looser definition of diverse faculty and said that they would like to see more faces of color and people from marginalized communities teaching their classes.

A lack of diversity was something that permeated not just perceptions of faculty, but also respondents’ perception of student body makeup as well. When asked to define the prototypical student in Hussman, all respondents described a white woman. This insight reveals that there is a perceived overrepresentation of white women within the Hussman school. This idea would suggest that the efforts of administrators and researchers alike to specifically recruit women to the field, as referenced in the accompanying literature review, were not in vain. However, the idea of what constitutes diversity within schools has since expanded, meaning that women are no longer the standard for diversity in the industry.

Another big idea that emerged from these interviews was a feeling of “otherness.” Students described feeling out of place, unheard and sometimes singled out in many of their classes for their identities. This made it difficult for some of them to navigate the J-school, and caused them to seek out opportunities created specifically for minorities, both in Hussman and beyond. Further, many believed the prevalence of white women in their classes

coupled with white men leading these classes increased the feelings of otherness they felt as students. Respondents suggested having more discussions about race specific issues and identity politics as viable methods to dispelling the feelings they've experienced. Students expressed wanting to feel more comfort and ease in their classes, but believed the lack of diversity within them caused feelings of discomfort to develop further.

More than this, students also cited lack of resources and alternative courses of study as being some of the main contributors to the feelings of otherness and discomfort they had experienced while in the J-school. Two respondents said they wished the J-school offered an entertainment communication/journalism track as they wanted to explore topics that were more mainstream and different from the "traditional" news beat they had studied thus far. These more "traditional" news beats covered issues that they believed were often central to white communities and did not always involve minority voices or perspectives. In regards to resources, another respondent claimed that the lack of resources in her current major presented a barrier for success, particularly for those from marginalized communities. Not having access to programming and resources that may be readily available to other more privileged and affluent students was one of the main things that she felt "othered" students as well. It's not that the resources for students, minority or otherwise, are not out there. The issue lies in the fact that many do not know where these resources are and how to go about finding them. Many respondents suggested developing repositories of resources that would help break down some of the barriers students experience while in school. Some even posited having resource repositories specifically for minority students. There are pros and cons to this idea. It could potentially serve as one of the main strategies for retaining students in the

school. But, it could also continue to perpetuate the feelings of otherness many minority students already experience.

Many claimed they were unaware of any resources (in the form of scholarships, fellowships, mentorships, etc.) that were specific to minorities at all through the J-school. All agreed that there should be more publicity of these resources if they are available. This need for more publicity of resources would suggest that many have the perception that there are no resources for minority students out there at all. Research indicates this is not true, but oftentimes public perception can overtake actual circumstances.

Respondents were given a scenario that allowed them to consider a world where an administrator in the Hussman school oversaw the publicity of minority specific opportunities such as this, and to interface with prospective and current minority students associated with the school. Four of the five respondents expressed positive feelings when discussing this scenario, saying they believed this particular administrator could accomplish a lot in the realm of diversity recruitment and retention if they were real. One respondent said that while they didn't think this hypothetical administrator could do much for recruiting efforts, they would certainly help to retain current students enrolled in the school. According to these responses, the creation of this role has the potential to serve as a much needed touch point for minority students. These students often face unique challenges, and respondents believe that if the right person was chosen, they would be able to meet their needs and wear different hats in the recruitment and retention spaces.

These interviews revealed numerous insights about the feelings many associate with the J-school as it relates to classes, faculty and general opportunity. Many sentiments expressed were negative, but students did posit solutions they felt may better the experiences

of minority students in the school. Students are hopeful that the school will be able to create an environment that is more hospitable and accommodating to their needs, especially with the recent gift made by alumni Walter Hussman. These responses would suggest that if Hussman commits itself to developing solutions that produce tangible outcomes for minority students they will be able to increase diversity of the school and ultimately the journalism and mass communication industry as a whole.

Diversity and Inclusion Academic Responses

Interview 1: Charles Whitaker

Whitaker serves as the Dean of Medill. He's been on the faculty at Northwestern for the past 27 years in some capacity and is one of few African Americans to occupy the position of dean at a journalism and mass communications school in the country. He got his start in the magazine business, but after some time in the industry, discovered that he had an appetite for academia and joined Medill. He climbed the ranks and soon found himself in the Dean's office, a position that rarely allows him to interact directly with students. "The higher you go, the less interaction you have with students, but I do my best to make myself available," he said. "Setting up lunches and forums with students to better understand how I can help them." He said these interactions, while limited, are crucial to the success of his role, as many new initiatives have been borne from the conversations he has with students.

Prior to his role as Dean, Whitaker had the opportunity to lead diversity efforts as the director of Project Masthead, a now defunct national program that sought to diversify the magazine industry. "The number of people of color in the magazine industry lagged far beyond all other media in terms of representation for students and people of color." Whitaker worked on a variety of projects through the organization that introduced students to editors

and publishers and otherwise connected them with avenues to enter the magazine industry. This would be the first of his foray into the diversity and inclusion space and helped him realize how important this idea of “access” was particularly for aspiring minority media practitioners. More than this, his work with Project Masthead would inspire a desire to learn about the challenges facing students in future roles, and help him to develop tactics that would give him the opportunity to interface with students directly.

Today, many students take advantage of the opportunity to interact with Whitaker directly. Through these conversations, Whitaker has been able to get a better sense of what challenges exist for minorities hoping to break into the journalism and mass communications fields. “The biggest issue is probably entry into a field that, because the starting salary is low, makes it difficult for students from different backgrounds to enter,” he said. “What we have is a business and an industry that values experience, but the only way to get experience is through low paying jobs or opportunities and sometimes people just won’t be able to get that experience.”

To combat this, Whitaker has worked to establish a four-credit internship program at his institution. This program connects interns with companies in the media industry. They are given the opportunity to work and receive, at minimum, a stipend to do so. He said he receives numerous calls from people in the industry wanting to partner with Medill and offering positions, and he works to connect students with opportunities from these calls as well. These opportunities often offer the promise of monetary compensation. Paid internships and experiences go a long way to demystifying some of the stigma surrounding careers in the media industry, as finances, or lack thereof, is one of the main reasons minority students in particular chose alternative courses of study in his mind. “We have a critical mass of people

that are interested in the media. We just don't always see them because there are no viable jobs and no opportunities that students can feasibly take." This problem of access boils down to apathy on the part of major decision makers in the industry according to Whitaker. He believes representation will not change for the better until students have a "safe" pipeline into the industry in the form of a paid internship or other opportunity that gives them the chance to learn, try their hand at new experiences and get a sense of what types of jobs are out there.

While financial capability poses a challenge for recruiting more diversity into the industry, Whitaker believes it is not the sole barrier. "I personally want to see numbers of our faculty reflect the numbers of society," he said. "Students need faculty who look like them to show that there is a path to shepherd them through that industry and it helps tremendously if we have no representation." A big idea that emerged from these remarks is the concept of diverse faculty, and how having a less representative faculty and staff can discourage prospective minority students from pursuing majors in journalism and mass communications. In addition to serving as examples for aspiring media practitioners, Whitaker believes having a more diverse faculty would allow for students to more easily engage in discussions of race, class and general identity. "Sometimes the lone person of color has to be the voice for all students of color, and that is unfortunate," he said. Many of the people Whitaker has talked to in his tenure as Dean have shared similar sentiments. Students and faculty alike have expressed wanting to see more diverse faculty come in to usher in new ways of thinking, provide mentorship to students and guide difficult conversations.

Whitaker believes his identity as an African American male will also help to make these conversations more frequent and shepherd in a more diverse school, on all fronts. "You know, whenever a person of color stands in these roles, you feel the weight of the

responsibility,” he said. “You want to speak out on these issues, and yet you still have to keep the trains running on time. You can’t be so singular on those issues that you miss sight of the other issues that are important to the maintenance of the institution. But others are looking at you to make a difference, and in terms of diversity and inclusion you want that to be, if not a centerpiece, certainly a big plank of your agenda.” Doing this is a delicate balance for Whitaker, but he’s managed to make strides in diversifying Medill by tying efforts back to specific feedback and industry objectives. “Addressing [issues of diversity] makes the entire community better. It makes journalism better when we have conversations about the ways in which we cover communities, about not parachuting in, about understanding nuance that may not be apparent when you first step into a scene. It’s just good journalism. It may have been raised by students of color, but we all benefit from that conversation.” Whitaker said that since he began instituting these new ideas and practices, people have been more receptive. So much so, that in the future he is confident that Medill will be able to make strides in the field of diversity and thereby begin to create change in the industry at large.

Interview 2: *Jan Yopp*

Jan Yopp was a part of the second class of women to be admitted as first-year students to UNC 50 years ago. Since graduation, she remained involved in the affairs of UNC in some capacity. She has served as a professor, Senior Associate Dean of the Hussman School, Dean of Summer School for UNC, as well as co-advisor of CABJ. She also successfully created and managed two programs for students looking to pursue careers in the media industry. She retired in February 2020, but is revered for her commitment to making the J-school a more inclusive environment for all students.

Her interest in diversity sparked when she first arrived at UNC, and noticed there were very few students of color in her classes. Later, she would read about things like the Kerner Commission and Dow Jones efforts to increase diversity of the media industry throughout the years and became further interested in the topic of diversity recruitment. Her subsequent career in journalism after college introduced her to opportunities to further explore why diversity of students was so low back then, and still is today. In the 1992, she was offered the opportunity to start the Freedom Forum Rainbow Institute. In conjunction with the ASNE, Freedom Forum and UNC, this program selected 15 high school seniors across the country to participate in a three-week intensive journalism course at UNC. She ran the program with the late Chuck Stone, a journalism professor in the J-school from 1991-2004, who helped it to gain notoriety as being one of the premier programs for attracting a minority talent pool that would later go on to diversify newsrooms nationwide. Yopp said the program was widely successful in its early years, but began to decline when it lost funding and that she began to notice some students who had participated in the program were choosing careers in other industries. “You can cast a really wide net to try to entice students in their high school year to get them interested in high school,” she said. “But you have 5-10 years before they come out on the other side and then get into the field and stay in it.”

Yopp said she personally knew of one student who had been a part of the Rainbow Institute with a promising career in journalism, but chose to go on to become a tenured professor in the Classics department at UNC instead. She used this example to make a point that students are always going to have options, and are sometimes more likely to pursue courses of study and careers in areas that are alternate to journalism.

She said that even the present-day equivalent of the Rainbow Institute, the Chuck Stone Program for Diversity in Education and Media, can only do so much to encourage more diverse students to enter the media industry. This isn't necessarily a bad thing in her opinion, but she believes those serious about attracting more diverse talent must position themselves as viable options for the average minority student out there who may be pursuing more than one passion.

She went on to say that another barrier to entry for many students who may be considering the media industry is a lack of knowledge on how to be a self-advocate on students' behalf. "Information about the industry and general resources is out there. Sometimes it takes asking questions and finding these things out." This is especially true for students looking for minority specific opportunities in Hussman. "If you don't see it, ask why it's not there," she said. "Sometimes the issue is funding, and there's this idea that going into journalism you won't make a lot of money, or there's no money to have internships or whatever it is while in school. The journalism school gives away a lot of money. Students need to look where the money is and where they can get it."

She has watched the J-school take diversity more seriously over the years by establishing partnerships with current student organizations, creating programs and making more financial resources available to students. There is still room for improvement, but she believes the onus now falls on students to take advantage of what is being offered. "Do not be complacent. You have to go look for things you want. One of the things that college teaches you is to be self-assertive, so go ask for resources, and be sure to phrase it as 'what kind of support you have for me as a student?'"

Yopp's career has seen the rise and fall of multiple diversity programs and initiatives in Hussman. But the one thing that has remained consistent is the school's commitment to making the media industry more representative of the broader public. And she is confident this will continue to be the case for years to come.

Discussion

The experts agreed on many things. Particularly, the idea that the current industry is not representative of the larger population, and that J-schools have a significant role to play in recruiting a more diverse workforce. Where they differ lies in their take on what specific barriers make it difficult for students to matriculate through school and find a career in the field. Yopp believes it has to do with students' abilities to be self-advocates and seek out resources, while Whitaker has adopted a more systemic mindset, blaming the lack of diversity in the industry on things like lack of faculty representation, unpaid internships and lack of programming. There is value in both of these perspectives, as they add some more context and nuance to the current problem of diversity in the journalism and mass communications industry.

One may view the problem of diversity as one that can be easily remedied by doling out money to minorities to incentivize them to enter the field. However, these interviews show that it's more complicated than that. Now, students have more options than ever, and they need to know that the major they choose to pursue will be lucrative not only from a financial perspective, but from a growth opportunity one as well. To accomplish this, they have to be shown physical examples of what their life could look like should they choose to study a particular field in the form of a professor, mentor or guest speaker. These examples can be used as markers for success for prospective practitioners and can sometimes provide

that extra motivation that will encourage a student to finish their studies and pursue a career. However, a lack of diverse faculty is not the only barrier to diversity.

In fact, perhaps the biggest barrier to entry is the perception that those who enter the journalism and mass communications field have to be willing to take unpaid opportunities and agree to work in spaces and for companies where they will make significantly less money than they would have if they had chosen a more “legitimate” major. This would suggest that more effort to break this stigma needs to be made. Many people from marginalized backgrounds face roadblocks when it comes to finances. Not having enough money to pursue more abstract studies or take unpaid internships, being two of the main obstacles they contend with when entering higher education. Fortunately, the solution Whitaker has been able to develop for students at Medill, while still in its early stages, appears to be producing results. Connecting students with paid opportunities that will help them learn and give them experience has already increased the prevalence of people, particularly minorities, entering the media industry.

Programs like the Chuck Stone Program and Rainbow Institute that also work to accomplish this need to feel secure in their ability to operate and accomplish these things. That requires funding, and interview responses suggest that the corporations and schools that financially support these initiatives need to continue doing so. Too many programs have now become defunct because an institution has decided to change its agenda, and focus on something else. However, diversity in the media industry remains a persistent problem, and requires a consistent approach in order to affect change.

As for the problem of students being self-advocates, the solution to that remains more complicated. As indicated by the chart in Chapter 1, there are many resources available for

minority students at J-schools across the country. The question of how to access them and who to talk remains elusive, and the suggestion that students seek out these things for themselves may be easier said than done. However, if J-schools make connecting students with resources and opportunities a priority and institute policies and procedures that allow them to interface directly with students, then this problem has the potential to become a thing of the past. There's no one size fits all solution for this, as different institutes must develop solutions that cater to the needs of their specific student populations, but there is reasonable evidence to support pursuing this idea in the future.

The current media industry is one that remains inhospitable to minorities and that starts at the institution level. Getting serious about diversity will require administrators to make more of a conscious effort to shepherd minorities through school and create a pipeline that leads directly into a stable job in the industry. They will have to develop better resource repositories for students, and then work to connect them with viable opportunities for growth. And, they must also contend with helping these students to develop the skills needed to be a self-advocate and stand on their own. Needless to say, a big challenge lies ahead.

Chapter 5: Recommendations and Conclusion

The proceeding study revealed many insights in the field of diversity recruitment and retention at large. These insights, while generalized, have the potential to point Hussman in the right direction when it comes to increasing the number of minority undergraduate students who enroll in and matriculate through the school itself. The following is a list of suggestions for Hussman to co-opt into their own outreach programs and initiatives that have been developed to accomplish the diversification of the school's undergraduate population.

Recommendation 1: Publicize Resources Available Specifically for Minority Students

The proceeding study indicates that minority students in Hussman are not aware of any identity-based scholarships, fellowships or other opportunities available to them through Hussman. However, the actual scholarship database students have access to once enrolled has multiple minority centric funding opportunities. Along with this, many respondents said they wanted to know more about the specific opportunities for minorities in the industry as well, and supplemental research revealed that minorities often face financial barriers that prevent them from pursuing certain careers beyond college. J-school faculty and staff have a chance to remedy this, as they are often connected with various opportunities at the collegiate level and in the industry, and have the ability to share with students. Oftentimes, these opportunities are lost in the milieu of other announcements and messages that the school sends through email lists. To remedy this, Hussman might consider creating a separate database of information with opportunities, both within and outside of the school, for minority students. This database would be continuously updated by an administrator in who would also disseminate a monthly email to all Hussman undergraduates with a list of relevant deadlines for opportunities on the database.

Many students who participated in the in-depth interview section of this study mentioned that they liked the idea of having a separate “list of opportunities” specially for minority students. However, one student in particular said while they liked this idea, they worried that creating a separate database for minorities might have an adverse effect, and “single out” minority students currently in the school. While this is a valid concern, it can be avoided by making information available to all students regardless of their identity. Moreover, some students expressed concerns about there not being enough resources out there for certain groups, and that if such a database was created it would likely cater toward only certain minority populations. There is some merit in this, as many of the opportunities listed on the comparative chart in chapter 3 were specific to women and African Americans. But, the important thing to note is that this database will never be exhaustive. More and more opportunities for minorities to break into the media industry are created each day. The important thing is that Hussman make an effort to develop relationships with organizations and individuals committed to diversifying the industry and work to make this information easily accessible to its students.

Making this database easily accessible has the potential to increase the retention of minority students in Hussman, but will likely do very little to actually recruit students. However, seeing as Hussman must adopt a multi-pronged approach to produce results in the realm of diversity, this should not be a major point of concern, as all recommendations listed have the potential to impact different areas of the school. More than this, recommendations can also be adopted all together or separately to produce results in the areas of minority recruitment and/or retention.

Recommendation 2: Increase Funding for Current Minority Outreach Programs for Expansion

The following recommendation comes from insights gathered from all three aspects of the study. Each interview respondent indicated that, to their knowledge, there are few programs and initiatives out there that work to provide opportunities for prospective minority students to connect with J-schools. Currently the Chuck Stone Program for Diversity in Education and Media serves as the primary program for minority outreach at Hussman. While it does not currently face significant challenges in the form of funding, routing more money to the program would allow organizers to expand operations and increase the recruitment of minority students. Many people associated with the school are currently wondering how Hussman administrators plan to allocate the recent award of 25 million dollars from Walter Hussman (Murphy 2019), and funding this idea could be a step in the right direction for Hussman to get more serious about diversity recruitment.

This expansion could be modeled after a program currently in existence at the Medill School of Journalism. This program, Medill Media Teens, gives high schoolers the opportunity to be mentored by students within the Medill School for the academic year. During this time, teens learn about the media industry and produce content. This program is offered to teens from Chicago's under resourced neighborhoods, which house a large minority population, thereby providing many minorities the opportunity to gain exposure to the media industry and potentially pursue a degree in journalism or mass communication. The Medill Media Teens website reports success with this program, as "Medill undergraduates serve as mentors, who often remain friends with their teens long enough to watch them become the first in their families to attend college" (Medill Media Teens).

Co-opting this idea into something like the Chuck Stone Program and allowing prospective minority students local to the Triangle area to interface with current minority students in Hussman has the potential to increase the enrollment of minority students into the J-school, as it could provide the exposure needed for these students to apply to UNC and pursue a degree in journalism or mass communication at Hussman. The current purpose of the Chuck Stone Program is to create a pipeline for minority candidates to funnel into and eventually enroll into the school. Adding this additional component builds on that goal and gives Hussman the opportunity to establish more touchpoints with prospective minority students so that when they begin to make decisions about where they will go to college, Hussman will be at the top of their minds.

There may be some pushback to doing this, as there is no guarantee that making more options to connect with Hussman will encourage more minority students to actually enroll and/or pursue a major in journalism or mass communications. In the words of Yopp, “students have options.” And while this may be the case generally speaking, all recruitment efforts, minority or otherwise, require some level of risk. The difference is that the Chuck Stone Program has consistently produced results when it comes to minority turnover rates and the risk for expanding what it already a successful program is minimal because of this.

Recommendation 3: Emphasizing Cultural Competency and Changing the Industry Narrative

While conducting interviews with students during the second phase of this study, many respondents claimed they were unaware that taking a class on cultural competency was required to complete their degree. The above research shows that being aware of cultures different from one’s own and having the language to speak about another culture has the potential to create more inclusive and welcoming environments. This means that students

who feel comfortable in the spaces they are in are more likely to succeed and continue in their studies. In this way, cultural competency can be viewed as something that is directly related to retention strategies.

To underscore the importance of becoming more culturally competent, Hussman might consider adding more classes to its current roster that focus more directly on a particular cultural group. Hussman might also host events and discussions in conjunction with different organizations and buildings on campus. The recent addition of the Ida B. Wells Society for Investigative Reporting has the potential to serve as a hot spot for cultural competency development. Administrators over the Society could consider bringing in different speakers, hosting workshops and programming that all seek to connect students with opportunities to further develop their ability to interact with people different from them.

The current narrative plaguing the media industry is that it is one that is not hospitable for minorities. Many believe that the media is populated by white faces, and white faces only, meaning that there is no room for minority voices. Additionally, they think the media is not serious about teaching cultural competency because they don't see organizations making the effort to actually engage with ideas and people different from the main stream. To change this perception, an individual or institution will have to make cultural competency a priority, and Hussman is in a unique position to do precisely this.

Recommendation 4: Appointing Staff to Oversee Diversity Efforts

An idea that emerged in phase 1 of this study came from Annenberg School for Communication and Journalism, which appointed a Dean of Diversity, Inclusion and Access to oversee all their diversity efforts in the school. The Dean was responsible for managing initiatives, providing minority students with opportunities in the forms of scholarships,

fellowships, internships, etc. and for publishing a report of the state of diversity at the school for the public. They essentially owned all diversity recruitment and retention efforts, and were able to accomplish many of the goals they established for themselves at the beginning of their tenure. Further research revealed that many J-schools in the past had established a similar position to support their minority student populations. In these cases, administrators were known as Minority Resource Counselors and managed a portfolio of projects to support prospective and current minority students.

Student interview respondents unanimously agreed that the establishment of this role at Hussman could significantly increase recruitment and retention of minority students associated with the school. One respondent even came up with a list of additional responsibilities that a person in this role might take on, including: connecting current students with scholarships specifically for minorities, hosting professional development workshops, making connections in the media industry, managing a database of minority centric opportunities and serving as an academic counselor for minority students. Essentially, this person would serve as a resource for minorities in multiple ways.

There is some merit to this idea as the perception of many student interview respondents is that Hussman does not actively support its minority populations. Establishing a position such as this would change the narrative concerning support of minorities and centralize the location of resources for these populations. However, creating new roles is often expensive, and the financial cost of this strategy is likely its biggest drawback. To combat this, the role could be established within the Faculty Diversity Committee that already exists within the school, and a member of the Committee could also be responsible for the specific responsibilities listed above.

Many of the strategies implemented by Hussman and J-schools in general are missing a human element. No one knows who to hold responsible for the lack of minority centric opportunities at their institution, or who to they should turn to when they are seeking these opportunities out. The establishment of a position in the vein of an MRC or Dean of Diversity, Inclusion and Access has the potential to change this.

Conclusion

The current state of diversity at Hussman is one that is not representative of the outside world. White students make up the majority of the school, and minority students report often feeling out of place or “othered” when they enter predominantly white classrooms and spaces. Moreover, many prospective minority students are choosing to pursue other majors and making the broader industry less diverse as a consequence. Future research might involve looking into if J-schools are even aware of the current problem as it relates to student diversity, novel strategies J-schools are using to recruit and retain minority talent and most importantly, if these strategies are actually working. In order to diversify the industry, J-schools like Hussman must make diversity recruitment a priority, and by adopting some of the strategies listed, Hussman can make strides in the right direction. A direction that includes more minority voices and faces. A direction that encourages accurate portrayals of different communities in the media industry. And a direction that is reflective of the actual makeup of the world.

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Appendix A*List of 10 J- Schools*

1. Arthur L. Carter Journalism Institute at New York University
2. School of Journalism in the Moody College of Communication at the University of Texas
Austin
3. Annenberg School for Communication and Journalism at the University of Southern
California
4. The Medill School of Journalism, Media, Integrated Marketing Communications at
Northwestern University
5. The Missouri School of Journalism at the University of Missouri
6. The Walter Cronkite School of Journalism and Mass Communication at Arizona State
University
7. The College of Journalism and Communication at the University of Florida
8. Donald P. Bellisario College of Communications at Pennsylvania State University
9. School of Communication at American University
10. Hussman School of Journalism and Media at the University of North Carolina at Chapel Hill.

Appendix B**Student Interview Questionnaire****Introductory Questions:**

- 1) Name, major, pronouns
- 2) How were you first introduced to the journalism school?
- 3) What attracted you to the journalism school?
- 4) What attracted you to the major that you are currently pursuing?
- 5) Are there any minority serving organizations that you are a part of outside of the journalism school?
- 6) If so, how long have you been a part of these/this organization/s? What initially attracted you to the organization? What made you stay?
- 7) In your opinion, is diversity a problem at other journalism schools around the country as well?
- 8) How would you define having a diverse student body?
- 9) Does the Hussman School of Journalism and Media meet this definition?
 - a) If not, is that a bad thing?
- 10) Describe your experience in the J-school thus far.

Hussman Specific:

11. What are some of the soft skills (things you learn outside the classroom) you think you have been able to develop as a student in the journalism school?
12. What are some of the hard skills (things you learn in the classroom) you think you have been able to develop as a student in the journalism school?
13. Anything you wish you were learning?
14. Have you ever been a part of any of the following cultural competency classes in the journalism school?

- a) Examples: MEJO 342: The Black Press and United States History, MEJO 441: Diversity and Communication, MEJO 437: Media in Asia, MEJO 442: Gender, Class, Race and Mass Media, MEJO 443: Latino Studies in the Media
15. If you have not taken these courses, which one do you plan to take?
 16. What are some of the most important things you learned in these classes if so?
 17. What are some of the things you believe Hussman should prioritize when it comes to teaching cultural competency?
 18. If you were to describe the makeup of students in Hussman, what would you say?
 19. Are you aware of or a part of any minority serving organizations that operate through Hussman?
 20. If so, how long have you been a part of these/this organization/s? What initially attracted you to the organization? What made you stay?
 21. Are you aware of any minority serving fellowships available to student within the J school for prospective or current students?
 22. Are you aware of any minority serving scholarships available to students within the J school for prospective or current students?

Diversity Techniques:

23. Are you aware of any efforts Hussman has made to recruit minority students into the school? If so, what efforts?
24. Are you aware of any efforts Hussman has made to retain minority students in the school? If so, what efforts?
25. In your opinion, what is the biggest barrier(s) to entry for students hoping to pursue a major and eventual career in journalism/mass communication.
26. In your opinion, do you believe that having a diverse faculty representation could lead to more diverse representation of students? Why or Why not?

27. If the Hussman school were to have a minority counselor work specifically with minority students in the J school to help them secure internships, navigate school and other aspects of being a minority at Hussman, do you think that would help to increase diversity in the school?
28. What ideas do you have that could be done to increase the diversity of students in particular at Hussman?
29. Anything you would like to add....

Appendix C

Qualitative Surveys Student Survey

This survey explores perceptions of diversity, climate, and inclusion among students in the School of Media and Journalism. It will take 5-10 minutes to complete. Responses are anonymous. The survey was developed by students in a PR Campaigns class with input from the Diversity Activities Committee. Responses will be used to assist the committee with planning and evaluation. Thank you for your participation! Click "Next" to continue.

In the space below, please list 1-3 words or phrases that describe "diversity" to you:

- 1.
- 2.
- 3.

The following items are about whether you think the student body at the School of Media and Journalism is representative of the general UNC student population in terms of different categories. Please rate the extent to which you agree or disagree with the following statements.

The student body at the School of Media and Journalism is representative of the general UNC student population in terms of...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Race/ethnicity					
Gender					
Socio-economic status					
Political orientation					
Religion					
Sexual orientation					

Are there any groups not on this list that you feel are under-represented in the School of Media and Journalism, compared to the UNC student population? If so, please identify those groups below.

Please rate the extent to which you agree or disagree with the following statements:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The School of Media and Journalism values the presence of people in the school who represent different backgrounds and perspectives.					
I think that the School of Media and Journalism has done a good job of fostering an environment that respects and appreciates differences.					
My experience in the School of Media and Journalism has led me to an increased understanding of differences between people in terms of background or perspective.					
Getting to know people with backgrounds different from my own has been easy to do in the School of Media and Journalism.					
I think that the learning environment in the School of Media and Journalism is inclusive of all types of people.					
I learn about diverse perspectives as part of the curriculum in my classes at the School of Media and Journalism.					
The School of Media and Journalism offers programs, guest speakers, and other activities that engage people in discussion about diversity issues.					
The School of Media and Journalism offers internships and other career services that meet the needs of students from diverse backgrounds.					

- _____ school of education
- _____ school of journalism & mass communication
- _____ college of arts & sciences
- _____ college of public health
- _____ school of journalism & mass communication
- _____ school of media and journalism
- _____ school of journalism & mass communication

please rank the following schools in the order of what you believe to be the most diverse to the least diverse (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
It is important to meet people who are different from me.					
It is important to work in an environment that includes people from many different backgrounds and with many different beliefs.					
I purposely seek out experiences that will allow me to meet people who are different from me.					
I prefer to think about something from only my perspective.					

How do you think the School of Media and Journalism compares to other schools in terms of diversity?

in

the

most diverse to the least diverse (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)

Have you experienced a program, activity, guest speaker, class, or internship opportunity through the School of Media and Journalism that increased your interest in diversity-related issues?

m Yes

m No

If you answered "yes" to the question above, please describe your experience.

Have you attended a diversity training at UNC?

m Yes

m No

If you answered "yes" to the question above, please specify where and when you received the training.

To what extent do you agree or disagree with the following statements?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The School of Media and Journalism should improve efforts to bring in people from different backgrounds and perspectives.					
The School of Media and Journalism should improve efforts to create an environment that values and respects differences.					

Please use the space below to share your thoughts on how the School of Media and Journalism could improve its efforts.

Below are a few specific ideas that could be considered by the Diversity Activities Committee. Please indicate the extent to which you like or dislike each one.

	Dislike a great deal	Dislike somewhat	Neither like nor dislike	Like somewhat	Like a great deal
Collecting and sharing personal stories of students, faculty, and staff to celebrate different backgrounds and experiences					
Developing a unique hashtag for social media content to raise awareness of the school's commitment to diversity and inclusion					
Developing a speaker series on responsible depictions of diverse groups in media and challenges to marginalized groups within the media professions					
Having a more active role in supporting cultural-awareness observances and events such as Hispanic Heritage Month and Black History Month					

If you have any ideas for hashtags that could be used to symbolize the school's commitment to diversity and inclusion, please share them here.

Now some questions about you.

What is your age?

Please type in a whole number.

Gender:

Male

Female

Other _____

What is your year in school?

First Year

Sophomore

Junior

Senior

Graduate Student

What is your specialization within the School of Media and Journalism?

Advertising

Broadcast & Electronic Journalism

Business Journalism

Editing & Graphic Design

Multimedia

Photojournalism

Public Relations

Reporting

Strategic Communication

Other _____

Do you speak more than one language fluently?

Yes (please type in languages) _____

No

What is your ethnicity?

Hispanic

not Hispanic

What is your race? (Check all that apply.)

American Indian/ Alaska Native

Asian

Black or African American

Native American

Native Hawaiian or other Pacific Islander

White

These last two questions are optional. They are a chance for you to share any thoughts with us about the survey.

Is there anything you would like to say about the SUBJECT of the survey?

Is there anything you would like to say about the QUESTIONS in the survey?

OK, that's it! Please click "Next" to submit your responses.

Thank you very much for your participation!

Appendix D

Interview with Diversity and Inclusion Administrators in Academia

Introduction: Hi, my name is Malin Curry and I am conducting a study on the state of diversity at J-schools around the country and how it relates to the state of diversity at my school, the Hussman School of Journalism and Media. I was interested in speaking with you to get your take on the state of diversity and so I am hoping to ask you a few questions to get you thinking about that, but also just to have a conversation about these issues and the methods you have used to diversify your institution in the past.

1. Can you talk a little bit about what your role is and how you work with students?
How long you've been in it and things along those lines.
2. What, in your mind, are some of the biggest challenges facing minority students heading into the mass communication and journalism industry?
3. What, in your mind, are some of the biggest challenges facing minority students at your institution?
4. What would an ideal diverse student body look like to you?
5. How can we get there? Are there any specific barriers in our way
6. What are some of the things your institution is doing to recruit more minority students?
7. What are some of the things you would like to implement in the future to attract more minority students to your programs?
8. What would you say are your main priorities as dean for you in your role?
9. Have you faced any significant challenges trying to diversify your student body? Can you talk about those?
10. Anything else you'd like to add...

Appendix E*Diversity Indicators ACEJMC*

Accrediting Standards

3. Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Indicators:

- (a) The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.
- (b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.
- (c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.
- (d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.
- (e) The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Accreditation site-visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.